



## Cedefop Newsletter no. 17 - November/December 2011

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### Main story

#### The growing impact of common European tools and principles makes social partner involvement increasingly important



*Cedefop conference on role of social partners in implementing European tools, EP*

This past summer (8 June) the European Parliament adopted a resolution, initiated by MEP Nadja Hirsch, on European cooperation in vocational education and training to support the European 2020 strategy. Looking back at almost 10 years since the launch of the Copenhagen process for better cooperation in vocational education and training (VET), the resolution called on the Member States to live up to their promises and implement the measures needed to make VET fit for the future. Among such measures, the common European tools and principles for VET play a leading role in making it easier to compare various forms of learning between countries and sectors, and allowing people to have this learning recognised across Europe. This past November, Cedefop organised two events at the European Parliament in Brussels to discuss these tools and principles: a workshop on the general impact on the tools; and a conference with the European social partners on the role of employers and workers in further developing and implementing the common tools and principles.



Hannu Takkula, MEP (ALDE, FIN); Commissioner Androulla Vassiliou; Cedefop Acting Director Christian Lettmayr at the Cedefop workshop

#### The European Parliament workshop

On 22 November, Cedefop co-organised with the European Parliament and MEP Nadja Hirsch a workshop to discuss

- progress in the implementation of the tools
- what their impact has been so far
- where to go next.

According to Mara Brugia, Head of Area Enhanced Cooperation in VET and Lifelong Learning at Cedefop, **the impact of**

**these initiatives is already significant.** Europass has been used by 42.5 million citizens since its launch in 2005, and the implementation of national qualifications frameworks has been very rapid: by the end of 2012 most countries will have formally linked their qualifications frameworks to the EQF, thus greatly facilitating cross-border recognition.

Underlying this, Brugia said, is a change of approach to qualifications: "*We see now a much more systematic use of learning outcomes for defining and describing qualifications across Europe. This shift is taking place in all parts of the education and training system, although mainly in initial vocational education and higher education – general education is still lagging behind*".

**The EU tools are also beginning to affect the standing of vocational training.** In Germany, a recent effort to attribute a higher level to a general certificate than the equivalent vocational certificate led to extensive discussions. In the Netherlands, an effort to place a general qualification higher than a vocational one was also challenged. In both cases, a common European tool informed by the learning outcomes approach – the EQF – encouraged a reappraisal of the level at which vocational qualifications were placed.

Stakeholders saw the European tools as a neutral reference point, allowing for a clear and unbiased comparison of qualifications acquired through different pathways. **One effect of the common tools is thus a more equitable evaluation of all forms of learning.** But this changed perspective means that the common tools also affect established rights and obligations, thus potentially impinging on the interests of individuals, companies, or sectors.

**Androulla Vassiliou**, European Commissioner for Education, Culture, Youth and Multilingualism, linked the impact of the common European tools to the new role of education and training: "*What is really at stake*", she said, "*is the ability and the readiness of educational systems to provide quality education and training that will reflect, on the one hand, the personal needs of young people and on the other, the growth and developmental needs of society and the economy*".

### The Social Partner conference

Two days later (24-25 November), Cedefop joined forces with the social partners to explore their particular role in implementing the common tools, in a conference held once more in the European Parliament.



Thomas Mayr of The European Association of Craft, Small and Medium-sized Enterprises (UEAPME); Loukas Zahilas of Cedefop; Gry Benedikte Sterner of the Norwegian Confederation of Trade Unions

Social partner representatives pointed to the growing importance of the identification and assessment of skills acquired outside the formal education system - at work and in life. Employers and employees, they pointed out, must play a key role along with sectoral bodies in creating and implementing this process. Europass, ECVET and the arrangements for validating non-formal and informal learning can - separately and in combination – support citizens to better present and represent their full experiences.

For Luca Visentini, Confederal Secretary of the European Trade Union Confederation (ETUC), good results had been

achieved in defining frameworks, skills and competence. But he warned that big gaps remain "on the side of the mutual recognition of qualifications and diplomas, validation of non- formal and informal learning, and removing of obstacles to a fair mobility for learners and workers"

Steven D'Haesselaer, Social Affairs Director for BusinessEurope, agreed that despite clear progress much remains to be done. "The real test will be whether the whole framework of European transparency policy for VET and higher education has the ability to turn the European learning area into a concrete and dynamic reality. This will be dependent on simple and un-bureaucratic structures for implementation as well as the involvement of the social partners. Only then will we be able to use the tools to the fullest, and provide better employment prospects for workers, and give companies the competitive workforce they need".

For more on how the implementation of the common European tools and principles is progressing, see Cedefop's latest "Briefing note - Shaping lifelong learning: making the most of European tools and principles".

## Links

- [Briefing note - Shaping lifelong learning: making the most of European tools and principles](#)
- [Social partner conference website](#)
- [EU common tools on the Cedefop website](#)

## News from Cedefop

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### Working and ageing - Guidance and counselling for mature learners

With the average age of the working population increasing, Europeans now have to work longer. How can these extended careers become more successful and satisfying? And how can lifelong guidance and counselling specifically support older workers?

#### Links

- [Download the publication](#)



### Evaluation for improving student outcomes - Messages for quality assurance policies

Improving the quality of European education and training systems is one of the pillars of Europe's strategy to become a smart, sustainable and inclusive economy by 2020.

#### Links

- [Download the publication](#)



### Exploring leadership in vocational education and training

The potential success of current reforms and changes in vocational education and training (VET) in Europe rests largely with VET staff responsible for transforming policy into practice. This working paper argues the need for better understanding of the role of leadership in implementing changes and securing quality in VET.

#### Links

- [Download the publication](#)



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## Briefing note - Shaping lifelong learning: making the most of European tools and principles

Successful implementation depends on a clear understanding of how they relate to each other.

### Links

- [Download the briefing note](#)



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## Briefing note - Loans for learning

A look at education and training loan schemes in 33 countries identifies some good practice principles for their design and implementation.

### Links

- [Download the briefing note](#)



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## Briefing note - Qualifications frameworks in Europe: modernising education and training

European and national qualifications frameworks are making it clearer how different qualifications, levels and types of learning relate to each other.

### Links

- [Download the briefing note](#)



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## Young people being left behind by the crisis

One in six 18 to 24 year olds was neither in education nor employment in 2010.



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## VET-Alert - Just published on Vocational Education and Training - December 2011 issue

Cedefop's "VETAlert" for December 2011 is now available for download : <http://www.cedefop.europa.eu/EN/newsletter/vetalert-newsletter.aspx>

VETAlert is a monthly selection of publications on vocational education and training available from Cedefop's bibliographic database VET-Bib.

The December issue of VETAlert provides access to [\*\*\*VET in Europe - country reports - 2011 editions\*\*\*](#). These reports provide an overview of the vocational education and training systems existing in EU Member States, plus Iceland and Norway. They are prepared and updated by [ReferNet](#), according to a common structure provided by Cedefop.

Please [subscribe](#) to VET-Alert and you will receive this monthly review in your mailbox.



Erasmus for All is the new EU programme for education, training, youth and sport proposed by the European Commission on 23 November 2011.

Erasmus for All would bring together all the current EU and international schemes for education, training, youth and sport, replacing seven existing programmes with one.

Up to 5 million people would benefit from EU grants for education & training opportunities abroad between 2014 and 2020.

## Links

- [Leaflet](#)
  - [Commission's proposal COM \(2011\) 787](#)
  - [Press release](#)
- 

## Study evaluating the Professional Qualifications Directive against recent EU educational reforms in EU Member States

This is the final report for the study to evaluate the impact of EU educational reforms, notably the Bologna Process and the European Qualifications Framework, on the recognition of professional qualifications under Directive 2005/36/EC.

It includes surveys, focus groups, and case studies focusing on specific professions.

## Links

- [Executive Summary](#)
  - [Full report](#)
- 



## Using learning outcomes

This note is the fourth in the European Qualification Framework Series which is written for policy makers and experts who are involved at national and European level in the implementation of the EQF for lifelong learning.

It was written in response to the high level of interest in sharing experiences at European level regarding how the 'learning outcomes' approach is used in the implementation of the EQF.

This note is a step towards offering European-level support for learning outcome development and addresses the following issues:

- What are learning outcomes?
- Use of learning outcomes in different settings
- Shifting towards a policy to introduce learning outcomes

## Attachments

 [EN Using learning outcomes](#) (PDF 6310.14 Kb 06/12/2011)

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## ECVET Magazine No 6

The sixth issue of the ECVET Magazine contains:

- an editorial by Erik Hess, Policy officer ECVET, European Commission, DG EAC;
- a summarizing article about the 2nd generation of ECVET pilot projects that started their work in January 2011;
- an article about the NETINVET-network that has been founded as a result of the RECOMFOR project;
- an article about the CAPE-SV project and the presentation of its project outcomes to the French social partners;
- an article about the testing of the ECVET technical specifications by the NETWORK project;
- a snapshot from the ECVET Forum in Madrid in June 2011; and
- a series of news items.

## Attachments

 [EN ECVET Magazine No 6 \(PDF 2161.78 Kb 10/11/2011\)](#)

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## ECVET in cartoon

Watch this video produced by VET students in Communications studies and see how ECVET works.

The European Credit System for Vocational Education and Training (ECVET) is a European instrument to support lifelong learning, the mobility of European learners and the flexibility of learning pathways to achieve qualifications

## Links

- [Watch the ECVET video](#)
- 

## Trends in European education during the last decade

This issue of Statistics in Focus presents characteristics of European education and training systems between 2000 and 2009, from when children start in school, until they leave as young adults.

It emphasises major trends at each educational level in terms of enrolments, education expectancy, teacher characteristics and graduates

## Links

- [Statistics in Focus](#)
- 



## Council Resolution on a renewed European agenda for adult learning

The Council adopted a resolution on a renewed European agenda for adult learning, which aims to bring fresh impetus to this important area of education.

The agenda both sets out a long-term vision in this field up to 2020 and establishes a number of short-term priorities to be achieved by 2014.

- autonomy of the learner but also responsibility for his/her learning pathway and outcomes;
- learning later in life to promote active, autonomous and healthy ageing among seniors and using their knowledge and experience for the benefit of society;
- greater access to higher education for adults;
- developing new skills necessary for active participation in modern society;
- solidarity between different age groups, between cultures and people of all backgrounds;
- designation of national coordinators to facilitate cooperation with the European Commission



and effective liaison with multiple stakeholders in each country."

## Links

- [Council Resolution on a renewed European agenda for adult learning](#)
- 



## Council conclusions on a benchmark for learning mobility

The Council adopted conclusions on a benchmark for learning mobility, to complement the five existing reference levels of European average performance (or "benchmarks"), agreed under the strategic framework for European cooperation in education and training ("ET 2020").

The new benchmark differentiates between three areas: mobility in higher education, mobility in vocational education and training and youth mobility in general, and will result in greater reliability and comparability when it comes to measuring the various types of learning mobility which the EU promotes.

## Links

- [Council conclusions on a benchmark for learning mobility](#)
- 

## Social Europe Guide - Employment Policy

The Social Europe guide is a bi-annual publication aimed at providing a concise overview of specific areas of EU policy in the field of employment, social affairs and inclusion.

It illustrates the key issues and challenges, explains policy actions and instruments at EU level and provides examples of best practices from EU Member States.

This volume focuses on the biggest challenges the EU is facing in the area of employment. In particular, it describes EU actions to fight unemployment, develop new skills and create new jobs. It also explains the role of employment policy in the context of the Europe 2020 strategy and European economic governance. The last chapter outlines main orientations for EU employment policy in the future.

## Links

- [Social Europe Guide - Volume 1 - Employment Policy](#)
- 



## Eurypedia - 38 education systems in Europe

Eurypedia is a new Eurydice product and aims at presenting the most accurate picture of national education systems across Europe.

Whether you are looking for understanding a specific education system or for analysing an education issue at European level, Eurypedia will provide you with the most exhaustive information on 38 school and university systems.

## Links

- [Discover Eurypedia](#)

### Director

Cedefop/2011/7/AD

The Governing Board of Cedefop invites applications for the post of Director (Grade AD 14 temporary contract pursuant to Article 2a of the Conditions of employment of other servants).

Reference: Cedefop/2011/7/AD

**The deadline for applications is 9 January 2012, at 23:59 Central European Time (date of post registration).**

Applications sent by door to door courier service must be delivered before 16.30 on 9 January 2012.

[Application form Cedefop/2011/7/AD - Director \(in English only\)](#)

The full vacancy notice can be found below, under 'Attachments' in all EU official languages.

■ Deadline:09/01/2012

### Attachments

- [BG ОБЯВЛЕНИЕ ЗА СВОБОДНА ДЛЪЖНОСТ-ДИРЕКТОР](#) (110.00 Kb)
- [CS OZNÁMENÍ O VOLNÉM MÍSTĚ ŘEDITELĚ](#) (118.50 Kb)
- [DA MEDDELELSE OM LEDIG STILLING SOM DIREKTØR](#) (76.50 Kb)
- [DE STELLENAUSSCHREIBUNG DIREKTOR](#) (87.00 Kb)
- [EL ΠΡΟΚΗΡΥΞΗ ΘΕΣΗΣ ΔΙΕΥΘΥΝΤΗ ΔΙΕΥΘΥΝΤΡΙΑΣ](#) (120.00 Kb)
- [EN VACANCY NOTICE FOR A DIRECTOR](#) (97.50 Kb)
- [ES CONVOCATORIA PARA EL PUESTO DE DIRECTOR](#) (85.00 Kb)
- [ET DIREKTORI VABA AMETIKOHA TEADE](#) (80.00 Kb)
- [FI JOHTAJAN \(MN\) TOIMEA KOSKEVA HAKUILMOITUS](#) (82.50 Kb)
- [FR AVIS DE VACANCE POUR UN POSTE DE DIRECTEUR DIRECTRICE](#) (145.50 Kb)
- [GA FÓGRA FOLÚNTAIS LE HAGHAIDH POST STIÚRTHÓRA](#) (85.00 Kb)
- [HU PÁLYÁZATI FELHÍVÁS IGAZGATÓI POZÍCIÓRA](#) (94.50 Kb)
- [IT AVVISO DI POSTO VACANTE DI DIRETTORE](#) (86.50 Kb)
- [LT SKELBIMAS APIE LAISVĄ DARBO VIETĄ DIREKTORIAUS PAREIGOMS UŽIMTI](#) (122.50 Kb)
- [LV PAZINOJUMS PAR DIREKTORA AMATA VAKANCI](#) (94.00 Kb)
- [MT AVVIŻ TA' POST BATTAL GĦAL DIRETTUR](#) (138.00 Kb)
- [NL KENNISGEVING VAN EEN VACATURE VOOR DE FUNCTIE VAN DIRECTEUR](#) (113.00 Kb)
- [PL OGŁOSZENIE O NABORZE NA STANOWISKO DYREKTORA](#) (102.50 Kb)
- [PT ANÚNCIO DE ABERTURA DE VAGA PARA O LUGAR DE DIRECTOR](#) (102.00 Kb)
- [RO ANUNȚ PENTRU POSTUL VACANT DE DIRECTOR](#) (124.50 Kb)
- [SK OZNÁMENIE O VOL'NOM PRACOVNOM MIESTE NA FUNKCIU RIADITEĽA](#) (98.50 Kb)
- [SL OBJAVA PROSTEGA DELOVNEGA MESTA DIREKTORJA](#) (115.00 Kb)
- [SV MEDDELANDE OM LEDIG TJÄNST SOM DIREKTÖR](#) (82.00 Kb)

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### Senior Expert in Continuing Training and Workplace Development

Cedefop/2011/9/AD

Cedefop invites applications for drawing up a list of suitable candidates for the position of Senior Expert in Continuing Training and Workplace Development, grade AD 7, M/F.

**Corrigendum on 12 December 2011: new deadline (31 January 2012) and new planned dates for test/interviews 2-3 April 2012 (subject to change).**

Applications must be submitted on-line through the following link:

[On-line application form, instructions to applicants and vacancy notice](#)



**Deadline: 31 January 2012, at 15:00 Greek time (CET + 1)**

Please read the [Frequently Asked Questions](#) before proceeding with the on-line application.

■ Deadline:31/01/2012

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## **Guidance in employers' age management strategies – Supporting longer working lives of older workers**

AO/ECVL/MILA/Guidance-in-age-management-strategies/019/11

The aim of this Europe-wide study is to investigate within the overall framework of active ageing: (i) how the European Union and national policies and strategies address the issue of staying longer in employment; (ii) how lifelong guidance is embedded in employer's age management strategies supporting older workers' (55+) lifelong learning and skills development; and (iii) to what extent different forms of guidance support is available to this target group.

This call has been published in the Supplement to the Official Journal of the European Union 2011/S 226-365959 of 24/11/2011.

**Deadline of submitting tenders: 17/01/2012 (17h00 for hand-delivered tenders).**

**Requests for additional information/clarification should be received by 09/01/2012.**

**The answers to such requests, if any, will be published under this banner, therefore please visit Cedefop's website frequently for updates. Please note that Cedefop will be closed between 23/12 and 30/12/2011 for Christmas and New Year Holidays. Any request for clarification received during the closure will be processed the 1st week of January 2012.**

If you are downloading these documents from our website, kindly send us an e-mail ([c4t-services@cedefop.europa.eu](mailto:c4t-services@cedefop.europa.eu)) notifying us.

■ Deadline:17/01/2012

## **Attachments**



**EN** [Contract Notice - Corrigendum](#) (71.16 Kb)



**EN** [Tender Dossier - Guidance in age management strategies](#) (665.78 Kb)

## **Agenda**

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### **Second International BIBB/IAB Workshop on T.A.S.K.S. (Technology, Assets, Skills, Knowledge, Specialisation)**

■ Dates:17/01/2012 - 18/01/2012 ■ Venue: Bonn ■ Country: Germany ■ Cedefop involvement: Not applicable

Following up the first international workshop on the task-based approach, the Federal Institute for Vocational Education and Training (BIBB) and the Institute for Employment Research (IAB) are very pleased to announce T.A.S.K.S. 2 at BIBB in Bonn.

The task-based framework has proven to be of high potential in understanding recent labour market trends in the US, such as trends in wages, skill demand change and employment shifts. It provides a systematic approach to the study of interactions between technology, tasks and skills in modern labour markets.

## **Links**

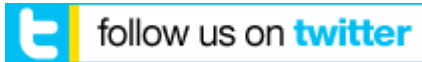
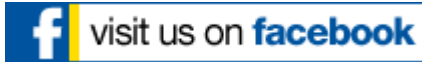
- [Link to the event](#)



Items submitted by ReferNet, Cedefop's European network for VET

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